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ABSTRACT

This handbook discusses performance-based licensure for North Carolina's public school teachers. New teachers are responsible for demonstrating that they have the requisite knowledge, skills, and attitudes to achieve licensure. They must demonstrate essential teaching competence using standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The INTASC standards are connected to five core principles that undergird the National Board for Professional Teaching Standards process and have been adopted by the National Council for the Accreditation of Teacher Education. The model recognizes the varying contexts in which teachers work, providing them with the autonomy to present that which best reflects their knowledge and skill in that context. A key ingredient of the performance-based process is the evaluative role played by the professional review team. The mentor is encouraged to focus on development of the novice teacher, brokering resources for types of activities and experiences needed by the novice. The principal is the final authority on personnel decisions made at the school level. The process used to license a professional must be legally defensible, using a multi-tiered process that offers candidates access to training, multiple opportunities to submit a product for the licensure review, and up to six independent reviews during the induction period. The process to be used in the licensing of individuals must be both valid and reliable. (SM)

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Performance-Based Licensure

1998-99

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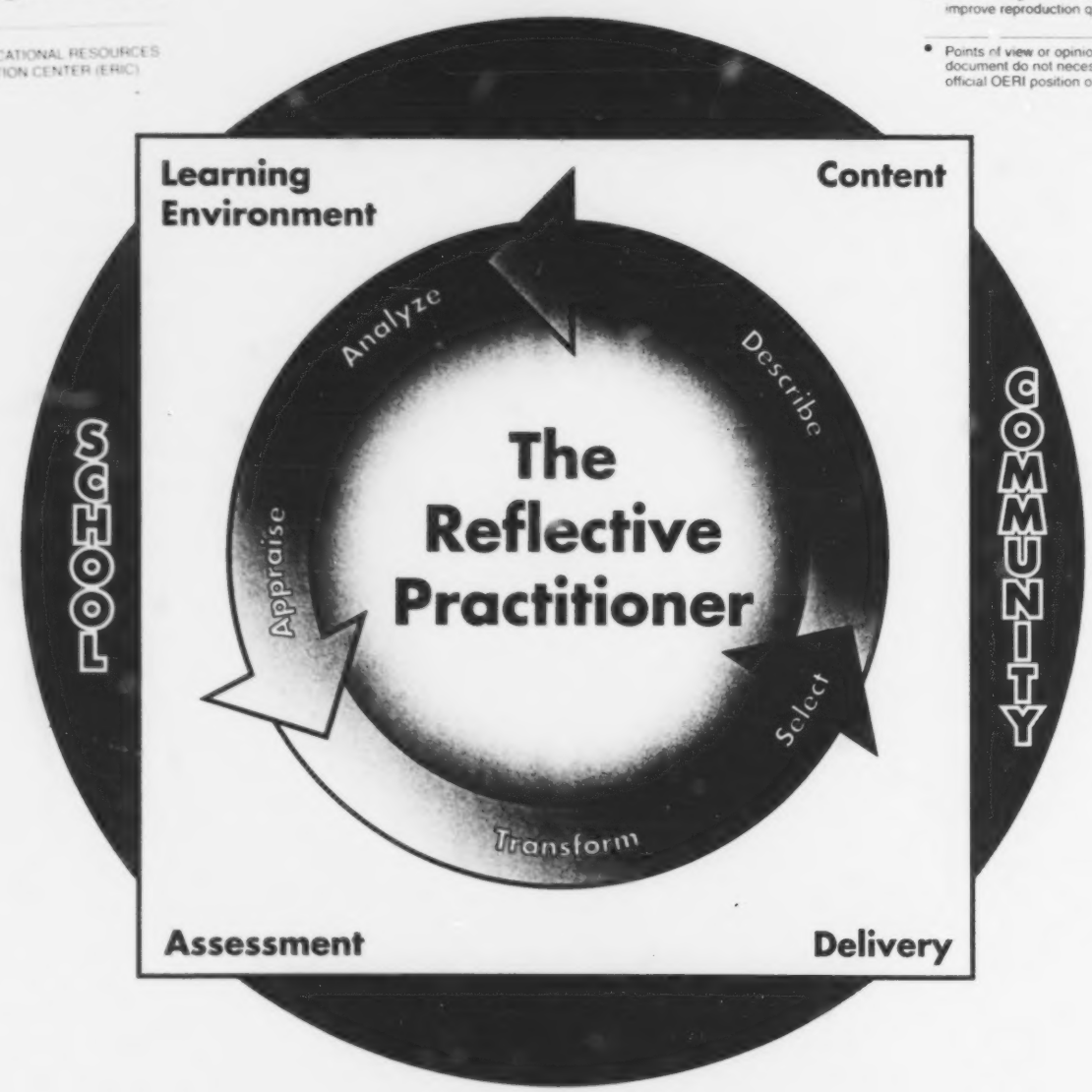

Three Years of Guided, Professional Growth for New Teachers

SP038371

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Introduction to Performance-Based Licensure

Introduction

Ownership and responsibility	Just as in other professions, it is the responsibility of the person seeking a license to demonstrate that he or she has the requisite knowledge, skills, and attitudes. It is the responsibility of the teacher to demonstrate essential teaching competence using the standards developed by the Interstate New Teacher Assessment and Support Consortium. (INTASC)
Seamless connection of the preservice, induction, and inservice experience	The INTASC standards are connected to the five core principles that undergird the National Board for Professional Teaching Standards (NBPTS) process and have been adopted by the National Council for the Accreditation of Teacher Education (NCATE). The use of these standards during the induction phase will provide a seamless connection of standards through a teacher's career.
Flexibility	The model recognizes the very different contexts in which teachers work and provides them with the autonomy to present that which best reflects their knowledge and skill in that context.
Professional self-governance	A key ingredient of the performance-based process is the evaluative role played by Professional Review Team. This team is comprised of licensed practitioners who evaluate the products submitted and make the licensure recommendation. Viewed as experts in the profession, these assessors are rigorously trained and certified. Each product submitted by a candidate is reviewed by two review team members. The candidate is guaranteed that his or her product will be reviewed by a practicing classroom teacher and by an assessor who holds a license in the same field. Teachers will make the licensure recommendation for teachers.
Mentor focus on formative development	The mentor is encouraged to focus on the development of the novice teacher through audio or video-taping and collegial review, analyzing evidence and artifacts, and facilitating reflection. Additionally, the mentor brokers resources for the types of activities and experiences needed by the novice.
Separation of the licensure recommendation and the employment decision	The principal is the final authority on personnel decisions made at the school level. He or she must make year-to-year employment decisions and ultimately determine the status of faculty who may be eligible to move from probationary to career status. Providing input into the licensure process is still an important role. However, with a Professional Review Team providing the licensure recommendation, the principal and the school system are absolved of that responsibility.

Legal defensibility

The process used to license a professional must be legally defensible. To ensure legal defensibility, a multi-tiered assessment process is established that provides candidates with:

- access to training.
- multiple opportunities to submit a product for the licensure review.
- up to 6 independent reviews during the 3 year induction period.

Validity and reliability

A process to be used in the licensing of individuals must be both valid and reliable. To address these issues, the Division of Human Resource Management has done the following:

- Selected nationally validated standards developed by representatives of the teaching profession and state education agencies.
- Provided flexibility within the structure for the performance-based product, a product that more clearly reflects the abilities of a teacher in any context.
- Included verification by the candidate of the authenticity of the evidence contained in the product.
- Assured review by at least one assessor who holds a license in the same area as the candidate.
- Conducted rigorous training and certification for assessors.
- Utilized qualified and experienced assessors to evaluate products.
- Ensured that each product is evaluated independently by two assessors who **do not know** the candidate.
- Examined inter-rater reliability of assessors.
- Provided external reviews through random selection of up to 10% of the products.

Reminder

Validation studies on the 1997-1998 Performance-Based Licensure Pilot are still in process. Some items in this handbook may change before July, 1999, as a result of those studies.

Timeline for Initially Licensed Teachers

The Schedule

The new performance-based licensure process is designed to help novice teachers develop skills, grow professionally, and be responsible for their own professional licensure. In this process, the novice teacher demonstrates what s/he knows and is able to do by assembling a performance-based product that contains evidence from his/her own classroom and demonstrates basic mastery of the ten INTASC Standards for beginning teachers.

Initially Licensed Teacher (ILT) Timeline

Year 1 The ILT:

- is assigned a mentor.
- has access to an orientation.
- develops an Individual Growth Plan.
- is introduced to the Performance-Based Licensure model.
- has access to training on Performance-Based Product (PBP) design.
- begins to gather the requisite evidence and artifacts and reflect on the activities.
- is observed at least four times culminating with a summative evaluation on or before April 15.
- completes the Self-Administered Interview for Year 1 from the PBL Handbook.

Year 2 The mentor assignment is maintained and the ILT:

- updates the Individual Growth Plan.
- has access to training on Performance-Based Product (PBP) design.
- begins to develop a product.
- is observed at least 4 times culminating with a summative evaluation on or before April 15.
- submits a product for the licensure review by June 15.

Products are assessed in June and July and returned to the ILT by the end of August. If the ILT obtains the required minimum total score, notification is sent to the candidate and the school system. A continuing license will be issued when the ILT completes the 3rd year of teaching provided that the designated official at the local level has no knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.

If the ILT does not obtain the required minimum total score, the candidate continues to work on those activities scored below the individual minimum scores.

Year 3

- The mentor assignment is maintained and the ILT is observed at least 4 times culminating with a summative evaluation on or before April 15.
- The ILT updates the Individual Growth Plan.
- Any ILT who did not successfully complete the performance-based product, reworks the Activity(ies) scored below the minimum individual score and resubmits them by the end of the first semester. The Activities are assessed and the results are returned by January 30. If the candidate receives the required minimum scores on the Activity(ies) submitted, he or she receives notification indicating that a continuing license will be issued upon completion of the 3rd year of teaching provided that the designated official at the local level has no knowledge of any reason related to conduct or character to deny the individual teacher a continuing license. If the candidate did not successfully complete the performance-based product, he or she continues to work in the area(s) of deficiency and resubmits by June 15 for a final assessment.

The Review

"In many fields where the nature of professional practice is complex, personnel appraisal decisions are made chiefly on the basis of professional judgment. Qualified professionals review evidence relevant to an individual's competence, then render a judgmental appraisal....In the final analysis, personnel are appraised on the basis of professional judgment. We must do the same when we summatively evaluate teachers."

~ Teacher Evaluation: Six Prescriptions for Success. ASCD, p. 66

A key ingredient of the performance-based process is the evaluative role played by Professional Review Team. This team is comprised of educators who evaluate the products submitted and make the licensure recommendation. Viewed as experts in their area of the profession, these assessors are rigorously selected, trained, and certified.

The Performance-Based Process allows up to three licensure reviews. (See the licensure schedule on the preceding page.) Each time the performance-based product is submitted for the licensure review, it is assessed by two review team members who do not know the candidate and who work independently of each other. The candidate is guaranteed that his/her product will be reviewed by a practicing classroom teacher and by an assessor who holds a license in the same field. Teachers will make the licensure recommendation for teachers.

The INTASC Standards

The INTASC Standards

"What teachers know and can do makes the most difference in what children learn."

~ Linda Darling-Hammond

An integral component of the new performance-based process is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.

1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

6. Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS

The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

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STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS

The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

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STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.
- uses a variety of media communication tools to enrich learning opportunities.

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STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

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Reflection

- Self-Assessment
- The Reflection Cycle
- Writing a Reflection
- The Reflection Process

Self-Assessment: The Reflective Practitioner

> Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to go next.
>
> ~ Kenneth Wolf

The reflection that accompanies the evidence a candidate presents in the performance-based product is a critical part of the candidate's development. Through reflection, the candidate begins the ongoing process of blending the art and science of good teaching practice. Reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy, and experience. Understanding why an activity or practice was productive or nonproductive in the classroom is a key element in the progression from novice to master teacher.

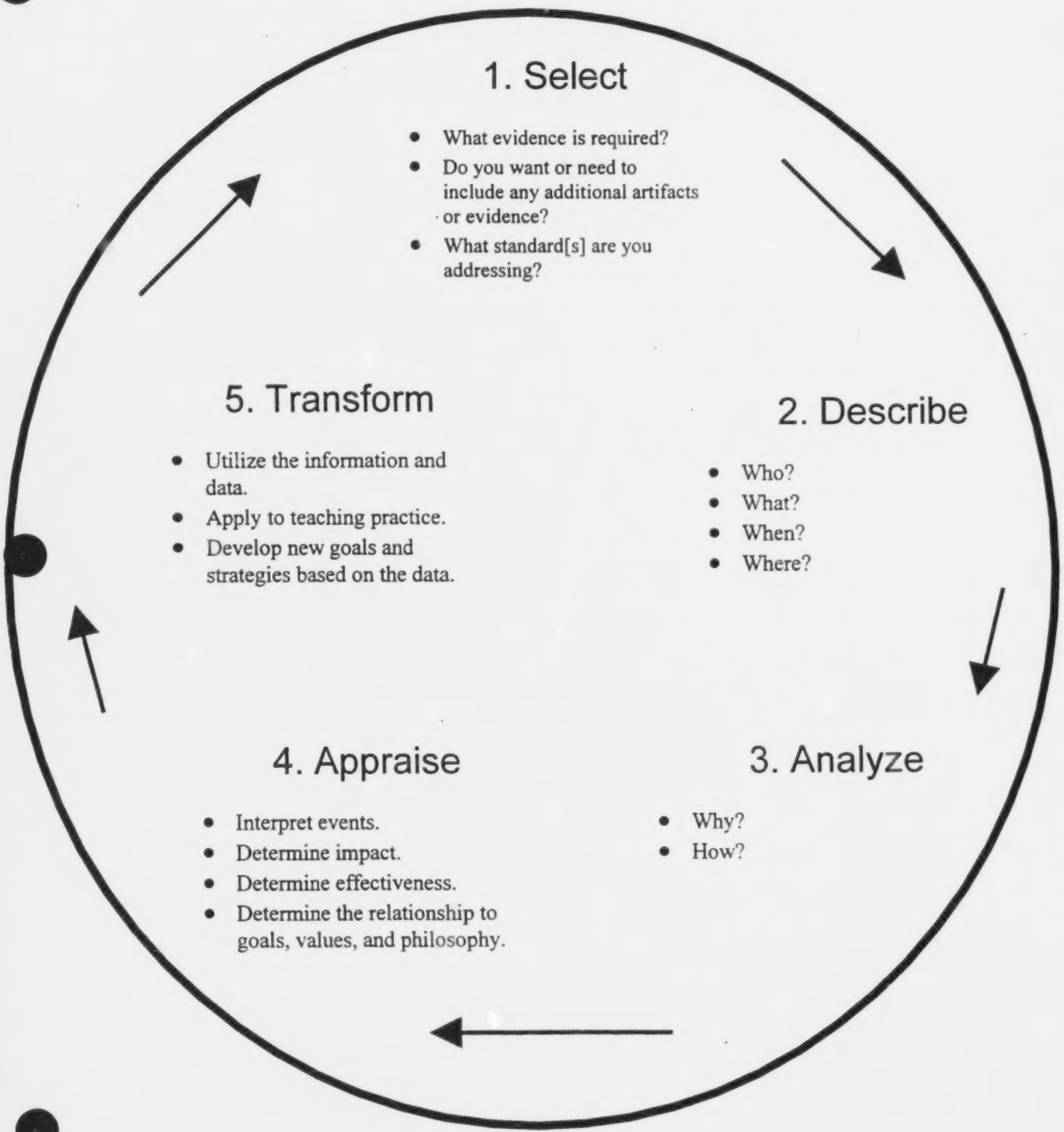
The reflection cycle and the guiding questions included in this packet are designed to assist licensure candidates in the reflection process. They will enable candidates to better understand the reflection process and address the question: "How does this piece of evidence demonstrate my knowledge and skill level in this activity?". The following reflection cycle offers a prescriptive structure while allowing the flexibility necessary for candidates to demonstrate their knowledge, skill, and ability in the unique context of their area and environment.

The reflections of the novice teacher are also vital to the assessors charged with the responsibility for judging whether the teacher has met the required level of performance for each standard based activity. Through their responses to the guiding questions, candidates will better be able to put evidence into perspective for the review team members by explaining how the evidence or artifact addresses the standard through the activity.

> The process provided a focus with my teaching; it made me constantly question <u>what</u> I was challenging my students with and <u>why</u> I was doing it.
>
> ~ Novice Teacher

Adapted from the Administrator Appraisal Systems Institute

The Reflection Cycle



Writing a Reflection

Select: What evidence/artifacts have you included?

Describe: This step involves a description of the circumstances, situation or issues related to the evidence or artifact. Four "W" questions are usually addressed:

- Who was involved?
- What were the circumstances, concerns, or issues?
- When did the event occur?
- Where did the event occur?

Analyze: This step involves "digging deeper." The "Why" of the evidence or artifact and the "How" of its relationship to your teaching practice should be addressed.

Appraise: In the previous three steps, you have described and analyzed an experience, a piece of evidence, or an activity. The actual self-assessment occurs at this stage as you interpret the activity or evidence and evaluate its appropriateness and impact.

Transform: This step holds the greatest opportunity for growth as you use the insights gained from reflection in improving and transforming your practice.

Adapted from the Administrator Appraisal Systems Institute

The Reflection Process

Becoming a reflective practitioner requires time, practice, and an environment supportive to the development and organization of the reflection process. This is a highly individualized process and the licensure candidate should find the structure and method of reflection that best suits him or her.

When

- ⇒ Immediately after the lesson/experience
- ⇒ At the end of the school day
- ⇒ During my planning period
- ⇒ First thing in the morning
- ⇒ Wednesday during my lunch period
- ⇒ Tuesday while my students are in _____

Where

- ⇒ In my room
- ⇒ In my office
- ⇒ In the library
- ⇒ At home
- ⇒ In the shower
- ⇒ In the car as I commute to and from work

How

- ⇒ On the computer
- ⇒ Reflective journaling
- ⇒ Sticky notes on the lesson/artifact
- ⇒ Reflection sheets attached to the evidence
- ⇒ Verbal reflection on the video
- ⇒ Audio tapes
- ⇒ On a Dictaphone (my spouse can transcribe them tonight!)

> The reflections helped me to see that I actually was making a difference, even though it didn't always seem like it.
>
> ~ Novice Teacher

Product Development

- What is the Performance-Based Product?
- The Reflection Cycle
- Writing a Reflection
- The Reflection Process

What is the Performance-Based Product?

The performance-based product should be a collection of evidence produced in the normal course of teaching. According to Ken Wolf, a performance-based product [PBP] is a means of "storing and displaying evidence of a teacher's knowledge and skills." The PBP, unlike the more traditional means of assessment, can reflect the richness and complexity of teaching over extended periods of time. By selecting multiple sources of evidence in authentic settings and compiling them in a performance-based product, teachers are able to focus and reflect on the products of their teaching and their students' learning. Novice teachers developing a performance-based product are empowered to evaluate their progress and improve their skills.

Evidence, representing the candidate's best work, will be gathered over time through a systematic process of reflection and, ultimately, compiled in a finished product to be submitted for the licensure review. Because the final product is limited in size and content, the novice teacher selects the activities and evidence that provides a comprehensive picture of performance relative to the INTASC standards.

The product actually becomes a thumbprint. I think it's a much more complete picture of who the teacher is.

~ Principal

Types of Evidence

Evidence and artifacts submitted in the performance-based product should be the "raw materials" of teaching. You should collect and submit materials generated as part of your teaching. **Examples** of such materials are listed below.

- √ **unit and daily lesson plans**
- √ **parent communications**
- √ **teacher-made assessment materials**
- √ **videotapes**
- √ **management plans**
- √ **record of community activities**
- √ **awards, recognition, etc.**
- √ **articles**
- √ **meetings and workshops**
- √ **transcripts**
- √ **pictures**
- √ **photographs (of student activities, classroom, etc.)**
- √ **samples of student work**
- √ **teacher journals and/or logs**
- √ **text materials**
- √ **audiotapes**
- √ **case studies**
- √ **record of professional activities**
- √ **summative evaluations**
- √ **student, parent, colleague surveys**
- √ **360° feedback**
- √ **bulletin board ideas**
- √ **contracts**
- √ **attestations from peers, parents, administrators**

This list is by no means exhaustive. Among the many benefits of the performance-based product is the flexibility and creativity it affords you in its development.

Choose your best examples of evidence. **REMEMBER: Your entire product <u>with the video</u> must be viewable in two hours.**

Product Development

A performance-based product requires time and commitment. You should develop a systematic way of gathering the required evidence and artifacts and creating the requisite reflection.

- Develop a timeline for this process.

- As you begin the process, work with your assigned mentor to decide how to best gather the requisite evidence and document your performance.

- Identify a system of collecting possible evidence and artifacts over time. You might choose to designate a file drawer, file folders, etc. for the purpose of compiling materials that may become a part of the final product. Seek advice from your mentor regarding organizational strategies and documentation methods. This handbook includes several samples of forms in the Tool Kit section. You may duplicate these forms as necessary or revise them to better suit your unique needs. You may also include any additional evidence or documentation necessary to demonstrate your knowledge, skill, and ability in the required activities. Note: Only documents or forms included in the Tool Kit can be revised.

- Periodically, select the best representations of your work that demonstrate your skills and knowledge relative to the activities and the standard(s) to be addressed by the activity. You do not have to include "perfect" lessons. The assessors will look at how you analyze and appraise your teaching—how you use what you learn to transform your practice. **Remember: The collected evidence and artifacts must be an authentic representation of your work produced in the normal business of teaching.**

- When you feel you have developed the essential skills identified in the activities, you will need to begin to plan how best to package and present this evidence for review. Generally, a three-ring binder is used. If you use a binder, use one that is no larger than 3 inches (certainly 1 or 2 inches is a possibility). You may want to use plastic sleeves to hold your pages; if so, please do not put more than 2 pages in each sleeve. Sections should be clearly indicated and tabbed. Please do not "dress up" your notebook with frills, etc.; however, all sections do need to be easily identifiable.

- **Be sure to focus on the substance. Delete or remove any materials that seem redundant, not representative of your performance, or unrelated to the activities. Your product, including the video, must be viewable in two hours or less.**

- If you teach a foreign language, you must either complete your entire product in English or include translations of all of your artifacts/evidence.

- Your product should be "sanitized" before you submit it. Because of confidentiality laws, you should remove all students' last names as well as those of their parent(s)/guardian(s). Although the assessors are trained and knowledgeable about confidentiality issues, assessors should not be able to identify students outside the context of your product. Also, be sure to obtain permission to videotape students (see the sample form in the Tool Kit.). You will need to keep these permission forms (do not include them in the product).

- In deciding how much evidence to include, apply the "value-added" principle. This means selecting the evidence that best demonstrates the requisite knowledge and skills and then choosing any additional evidence by asking, "What would this add to the argument?". If it would further contribute, include it in the product; if not, eliminate it. **The Performance-Based Product must be viewable in two hours or less including the videotape.**

- Reflections must accompany each activity.

I collected the evidence I thought I needed for my product weekly. I kept all the evidence in one box. Approximately once every 4-5 weeks I would categorize my material based on (the required activities and) the standards to be addressed. ~ Elementary Teacher

Directions to the Candidate

- "The Performance-Based Product" section is the foundation of your product. You must complete every activity. You may always include any additional evidence that you want. Remember: The product is a representation of your professional work. Include evidence/artifacts that best show your growth as a professional educator and the intellectual, social, and emotional growth of your students.

- If you type your product, do so in a font no smaller than a 10 points leaving 1" margins. Be sure to label each activity and its parts clearly. (Note: Please do not "dress up" your product with frills, etc. Make sure that all sections are easily identifiable.)

- Videos should be a standard VHS tape. Be sure to label your videotape with your name and social security number. There should be a written, narrative description of the events (see Video Information Sheet in the Tool Kit). **The entire video should be no longer than 30 minutes TOTAL.** Secure your videotape in your notebook with a zipper pocket. See "Hints for Videotaping" in the Tool Kit.

- Have your product **proofread** for spelling and grammatical errors by at least one person. Also, be sure that all of the appropriate people have signed on the Signature Sheet.

- When you begin to produce the **final** product, use the Performance-Based Product Checklist. **It is your responsibility to ensure that all the required components are included in the final product. If your product is incomplete, it will not be reviewed.**

- **REMEMBER: YOUR PRODUCT MUST BE VIEWABLE IN TWO HOURS. THIS INCLUDES THE VIDEO.**

- Be sure to **make a copy of your Performance-Based Product.** If your product is lost in the mailing process, you will have a copy on hand. Forward the original product to the Project Coordinator in your school system who will forward it to the State Department for Licensure Review.

- **Products are due by June 15.**

The Performance-Based Product

- Biographical Data Sheet
- NC Teacher Education Program Codes
- NC Licensure Codes
- Signature Sheet

- Activity One
- Activity Two
- Activity Three
- Activity Four
- Activity Five

- Final Checklist

Biographical Data Sheet

Please enter this information online at the address which will be provided to your Project Coordinator. You also need to complete this page and include it in your product.

Name:_____Social Security Number:_____

Gender: _____Male _____Female Age: _____

Ethnicity: _____African-American _____Hispanic _____American Indian
_____ Asian _____White _____Other

Home Address: _____

Home Telephone:(___)_____ School Telephone: (___)_____

School Name and Address:_____

School System: _____

Current Teaching Assignment: _____

Licensure Area Sought: _____

Years of prior teaching experience (if applicable):

_____Out of State Public School _____Out of State Private School

_____ In-state Private School

Degrees:
Major_____ BA/BS___ MA/MS_____ Doctoral____

Major_____ BA/BS___ MA/MS_____ Doctoral____

Major_____ BA/BS___ MA/MS_____ Doctoral____

Did you graduate from a teacher education program offered at a North Carolina institution of higher education?

_____ Yes. From which institution (use code on attached list)? _____

_____ No. List the institution and the state. _____

Did your teacher education program include a portfolio component? ___Yes ___No

Did your teacher education program include information on the INTASC Standards?
_____Yes _____No

The information below will help the assessors more completely understand your school setting.

If you are a second year ILT, are you teaching in the same school as you did last year?
_____YES _____NO

Is your school ___urban ___suburban ___rural?

Is your school population ___<100 ___100-300 ___300-500 ___500-800 ___>800?

My school serves students in grades _____ through _____.

The percent of students receiving free and/or reduced lunches in my school is _____.

The racial breakdown of my school is as follows:

___% African-American	___% White
___% Hispanic	___% Asian
___% American Indian	___%_____

The school building that houses my classroom was constructed in _____.

My classroom is in a mobile unit. _____YES

I do not have my own classroom. _____YES

I have computers in my classroom. _____YES _____NO If yes, number available is _____.

I have internet access in my classroom. _____YES _____NO

I have internet access in my school. _____YES _____NO

I have access to a computer lab on a regular basis. _____YES _____NO

My extra duty assignments (both those for which I am paid and those I do outside my regular classroom responsibilities) this year include _____

_____.

List of NC Teacher Education Programs and Codes and Licensure Codes

CODE #	INSTITUTION NAME
2905	NC A&T State University
2906	Appalachian state University
2907	UNC-Asheville
2908	Barton College
2909	Barber-Scotia College
2910	Belmont Abbey College
2911	Bennett College
2913	Campbell University
2914	Catawba College
2918	Davidson College
2916	Chowan College
2920	Duke University
29325	East Coast Bible College
2923	East Carolina University
2926	Elizabeth City State University
2927	Elon College
2928	Fayetteville State University
2929	Gardner-Webb University
2930	Greensboro College
2931	Guilford College
2933	High Point University
2936	Johnson C. Smith University
2939	Lees-McRae College
2941	Lenoir-Rhyne College
2942	Livingston College
2944	Mars Hill College
2645	Meredith College
2946	Methodist College
2948	Montreat College
2950	NC Central University
2951	NC Wesleyan College
2954	UNC-Pembroke
2955	Pfeiffer University
2957	Queens College
2960	Salem College
2962	Shaw University
2967	St. Andrews College
2968	St. Augustine's College
2972	NC State University
2974	UNC-Chapel Hill
2975	UNC-Charlotte
2976	UNC-Greensboro
2978	Wake Forest University
2979	Warren Wilson College
2981	Western Carolina University
2984	UNC-Wilmington
2985	Wingate University
2986	Winston-Salem State University

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KEY TO NORTH CAROLINA LICENSE CODES

Program Codes

The first character indicates status (initial or continuing) or describes the limitations and deficiencies of a license:

- 0 - Continuing license with no limitations. Renewal required by expiration date.
- 1 - Provisional license. Holder must complete regulations specified for codes 4, 5, and 7.
- 2 - Provisional license. Valid only for the remainder of the fiscal year following the effective date.
- 3 - Provisional, conditioned license. Holder must satisfy temporary deficiencies by earning required credit prior to the beginning of the school year that follows the expiration date.
- 4 - Temporary permit. Valid for the remainder of the fiscal year during which licensure is established. Holder must meet Praxis requirement(s) to continue beyond the expiration date of the license.
- 5 - Initial licensure (inactive employment). When the license holder is employed by a North Carolina public school (and certain nonpublic institutions), the Licensure Section is automatically notified via the personnel update process. Other employers must notify the Licensure Section of an individual's employment so that the program code can be changed to active (8).
- 6 - Provisional permit. Valid for one year. Holder must complete regulations specified for codes 4 and 7.
- 7 - Provisional license. Holder must complete renewal requirements (10 semester hours or 15 renewal credits). Six semester hours or 9 renewal credits must be earned during the current year in order to extend the provisional license. The remaining credits must be completed during the second school year.
- 8 - Initial license (active employment). Valid for initial employment in North Carolina. Converts to a continuing license when the holder successfully completes the North Carolina Initial Licensure Program.
- 9 - Initial provisional license. Holder must complete regulations specified for codes 7 and 8 (Initial Licensure Program).
- L - Initial lateral entry license (provisional). Valid for one year. Renewable under provisional regulations. Converts to a continuing license when holder completes an approved teacher education program and successfully completes the North Carolina Initial Licensure Program.
- V - Initial provisional, conditioned license. Valid for current school year. Renewable under provisional regulations. Converts to a continuing license when holder successfully completes required credit, Praxis Principles of Learning and Teaching test, and the North Carolina Initial Licensure Program.
- E - Statement of eligibility for licensing. Holder is eligible to receive a license for at least one school term. A license is issued upon verification of employment. The Licensure Section outlines any unmet requirements for a continuing license at that time.
- P - Emergency Teacher Permit. Valid for one school year.

The second character identifies the basis for licensing:

- 1 - Completion of an approved teacher education program at an accredited North Carolina institution of higher education.
- 2 - Completion of licensing requirements through a program not defined by codes 1, 3, 4, 6, 8, or 9.
- 3 - Reciprocal licensing based on completion of an education program that follows NASDTEC guidelines.
- 4 - Reciprocal licensing through an interstate licensing contract.
- 5 - Completion of special requirements for licensing in workforce development. License is limited to employment in the specified area of licensing.
- 6 - Reciprocal licensing based on completion of an NCATE-approved teacher education program.
- 7 - Permit to serve as a teacher under regulations adopted by the State Board of Education in June of 1998.
- 8 - Reciprocal licensing not based on NCATE, NASDTEC, or an interstate contract. Successful completion of the North Carolina Initial Licensure Program is mandatory.
- 9 - Endorsement issued under regulations adopted by the State Board of Education on May 4, 1983.
- L - Lateral entry license. Issued to individuals who are not graduates of an education program.
- M- Modified licensing based on verification of competencies by an alternative process approved by the State Board of Education (adopted by the State Board on January 10, 1991).
- E - Eligibility for licensing established by reciprocity.

License Areas

Administrative

011	School Administrator - Superintendent*
012	School Administrator - Principal**
113	Curriculum Instructional Specialist**
077	Instructional Technology Specialist-Computers**
078	Media Supervisor**
711	Workforce Development Director**
88099	Exceptional Children Program Administrator

Elementary

014	Birth through Kindergarten
015	PreK-K add-on^
025	Elementary (grades K-6)
16000	Elementary Second Language Endorsement (must attach to an elementary area such as 025; valid for full-time assignments in grades 6 and below)^^

Middle Grades (grades 6-9)

78180	Language Arts
78200	Mathematics
78300	Science
78400	Social Studies
78700	Agriculture

Student Services

005	Counselor**
006	School Social Worker
008	Mentor^
026	School Psychologist*
075	Associate Media Coordinator^
076	Media Coordinator**
88003	Audiologist**
88082	Speech-Language Pathologist**

78710	Family Consumer Sciences
78720	Health Occupations
78730	Marketing
78760	Business
78820	Technology

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Secondary (grades 9-12)

100	English
200	Mathematics
[illegible]	Science
	Earth Science
310	Biology
320	Physics
330	Chemistry
400	Social Studies
405	Political Science
410	Geography
420	History
431	Economics
432	Sociology
433	Anthropology
510	French
520	Spanish
530	German
580	Russian
590	Latin
600	Business Education
601	Basic Business^
905	Bible
18000	Endorsements^^
18105	Journalism endorsement^^
18434	Psychology endorsement^^
18535	Japanese endorsement^^
18540	Italian endorsement^^
18545	Chinese endorsement^^
18825	Principles of Technology endorsement^^

Special Subjects (grades K-12)

010	Emergency Permit to Practice
074	Instructional Technology Specialist-Telecommunications
090	Physical Education
096	Safety and Driver Education
097	Health Education^
098	Health Specialist
108	Theater Arts
109	Speech Communication
110	English as a Second Language
190	Reading
511	French
521	Spanish
531	German
581	Russian
800	Music
805	Dance
810	Art
18079	Computer Education Endorsement^^
88001	Cross Categorical (mildly/moderately disabled)
88002	Severely/Profoundly Disabled
88004	Preschool Disabled^
88081	Mentally Disabled
88083	Visually Impaired
88084	Physically/Orthopedically Disabled^
88085	Behaviorally/Emotionally Disabled
88086	Learning Disabled
88087	Academically Gifted^^
88088	Hearing Impaired
88089	Hospitalized Homebound^
999	Junior ROTC

Workforce Development

[illegible]	Agricultural Education
[illegible]	Agriculture Technology^
710	Family and Consumer Sciences Education
720	Health Occupations Education
730	Marketing Education
740	Trade and Industrial Education^
74010	Collision Repair
74015	Automotive Service
74020	Cabinetmaking/Furniture
74025	Carpentry
74030	Cosmetology
74035	Electrical Trades
74040	Electronics
74045	Printing and Graphics
74050	Electro-Mechanical Maintenance
74055	Masonry
74060	Mechanical Systems (HVAC or Plumbing)
74065	Metals Manufacturing
74070	Drafting
74075	Textiles
74080	Welding
74085	Work Development (formerly Industrial Cooperative Education)
74095	Specialized
747	Career Development Coordinator
760	Business Education
770	Handicapped/Disadvantaged
777	Career Exploration^
820	Technology Education

* Initial licenses issued only at sixth year level or above.
^ New licenses not established in this area (established licenses are valid).
** Initial licenses issued only at master's level or above.
^^ Issued only if individual is fully licensed in another area.

Class Codes

Bachelor's level codes: A (regular teaching area), VA (vocational), PVA (provisional vocational), and SWA (school social worker)
Master's level codes: G (regular teaching area), SG (supervisor), VG (vocational), P (principal), CG (counselor), and SWG (school social worker)
Sixth-year level codes: AG (regular teaching area), ASG (supervisor), AVG (vocational), AP (principal), AS (superintendent), ACG (counselor), AWG (school social worker)
Doctoral level codes: DG (regular teaching area), DVG (vocational), DSG (supervisor), DAP (principal), DAS (superintendent), DCG (counselor), DWG (school social worker)

Experience

The experience rating on the license is the total number of years credited at the time the license was issued. In addition to service in North Carolina public schools, this experience rating includes other applicable experience that has been submitted to the Licensure Section: teaching experience in nonpublic schools and out-of-state schools, public agency experience, and relevant work experience.

The license holder is responsible for knowing and satisfying renewal regulations and/or any identified provisions or deficiencies required to reissue his or her license.

IS-K
August 1998
Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Licensure Section
301 North Wilmington Street
Raleigh, North Carolina 27601

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Signature Sheet

I verify that this product contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators.

Name of ILT (please print)	Signature	Date

I have reviewed this document with the licensure candidate.

Name of mentor teacher (please print)	Signature	Date

I have reviewed this document with the licensure candidate.

Name of principal (please print)	Signature	Date

I have reviewed this document with the licensure candidate.

Name of Observer/Evaluator (if other than principal)	Position
Signature	Date

Activity #1

Demonstrating your Content Knowledge and your Ability to Teach It

Standards to be Addressed: 1, 2, 4, 6, 7, 8

Required Components:

Coordinated Set of Evidence consisting of:

- **Unit Plan and Goals (labeled clearly)**
- **5 Contiguous Lesson Plans (with dates)**
- **Related Student Work and Assessment/Test Data**
- **Analysis of Student Achievement Data**
- **Video for Activity 1**
- **Video Information Sheet**
- **Reflection**

Optional: **Related Evidence/Artifacts**

In this activity the candidate is expected to demonstrate that s/he:

- has an understanding of the central concepts of his/her discipline.
- uses explanations and representations that link curriculum to prior learning.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).
- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- uses a variety of media communication tools to enrich learning opportunities.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.

- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long range plans.
- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to determine student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolios, and teacher-made tests).
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work.

Directions to the Candidate:

1. Select a concept from the North Carolina Standard Course of Study or other state-adopted curriculum documents appropriate to your field.
2. Collect and compile the required evidence related to that concept and any additional evidence you want to use to support the standards addressed.
3. Describe how you taught this concept in terms of instructional planning, resources, delivery, and assessment.
4. Address how your assessment/test data affected your instructional planning and delivery.
5. Use the questions on the following page to guide your reflection.

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Analysis of Student Achievement Data
Summary of State Testing Requirements

USE THIS SHEET TO RECORD THE RESULTS OF ANY REQUIRED TESTING [EOG, EOC, ABC REQUIREMENTS, ETC.]. ATTACH AN ANALYSIS OF AND REFLECTION ON THE RESULTS. PLEASE NOTE: ASSESSORS WILL NOT BASE A LICENSURE DECISION ON TEST SCORES. THEY WILL BE ASSESSING YOUR ANALYSIS AND USE OF THE DATA. MAKE COPIES AS NECESSARY TO USE DURING YEAR 1, YEAR 2, AND YEAR 3 [IF APPLICABLE].

	ELEMENTARY		MIDDLE		JR./HIGH		OTHER VOCATIONAL, ARTS, SPECIAL ED., ETC.	
HIGH STUDENT ACHIEVEMENT								
Performance Results by %	Growth	Performance	Growth	Performance	Growth	Performance	Growth	Performance
Math								
Reading								
Writing								
Technology								
English I/II								
Algebra I								
ELP								
Biology								
US History								
Other Achievement Measures [standard measures only]								
Measure								
Result(s)								

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Worksheet for Computing Composite Expected Gain for High Schools 1998-1999

Components of Composite Gain Score	Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H
	Current EOC Index	**Year Two EOC Index**	**Year One EOC Index**	**Baseline (B + C) ÷ 2**	**Difference (A – D)**	**Recenter (E – 0.1)**	**Standard Deviation of Change (Expected)**	**Standard Gain (Expected) (F ÷ G)**
Algebra I[1]							*7.4*	
Biology							*6.4*	
ELPS							*7.9*	
English I							*5.6*	
English II							*7.6*	
US History							*5.7*	
Comprehensive Test (Grade 10)	**Actual Growth[2]**	**Expected Growth[3]**	**Actual minus Expected**					**Standard Growth (Expected) (C ÷ G)**
Reading							*a*[4]	
Mathematics							*b*[4]	
[illegible]	**% Current Graduates**	**% Previous Year Graduates**	[illegible]		**Difference (A – B)**	**Recenter (E – 0.1)**	[illegible]	**Expected Gain (F ÷ G)**
CP/CTP							*13.0*	
Competency (?)								
							TOTAL	Met if = to or greater than zero

[1]Algebra I scores for current ninth graders in a 9-12 high school who took Algebra I prior to their ninth grade year are not included in the high school's gain component; these scores, however, are included in the high school's performance composite.

[2]Actual Growth is the difference derived from subtracting the grade 8 EOG test score mean (in reading and mathematics) from the grade10 North Carolina Comprehensive Test score mean (in reading and mathematics) for a cohort of students.

[3]ABC Tools software calculates expected growth based on a cohort of students.

[4]Official standard deviations will be calculated after all spring 1998 data are analyzed.

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Writing the Reflection

Below are the guiding questions for the required reflection for Activity 1. In an effort to tailor your product to your style, you may choose to follow the questions as exactly as they are posed; use them strictly as an outline for topics which need to be covered as you reflect, or use the indicators from the INTASC Standards addressed in Activity1 for writing your reflection. Note: The questions come directly from those indicators. Again, choose your evidence/artifacts carefully; they should show your development as professional as well as the impact on your students. Be sure that your reflection references the evidence/artifacts that you have included with Activity 1.

Select

1. What concept are you addressing from your content area?
2. Why did you decide to address this concept?
3. How does this concept relate to your students' age group?

Describe

1. Briefly describe the demographics of your class(es). Include a breakdown by gender, race, grade levels, etc. Include a description of any particular student needs in the classroom.
2. What unique student characteristics did you consider in planning the lessons?
3. What diverse student perspectives did you consider in planning the lessons?
4. What kind of assessment of student learning and development did you use prior to planning the lesson(s)? How did you identify exceptional learning needs?
5. Did the school (district) have appropriate resources/materials for this unit? What materials/resources did you choose to use? Include any media tools you incorporated.
6. What resources or services did you incorporate in this unit?
7. What kinds of multiple teaching strategies did you choose to incorporate in your lesson(s)?
8. What roles (coach, audience, facilitator, etc.) did you play to encourage student learning?
9. What strategies did you use to assess student learning? What assessments are required?
10. How did you maintain records of student work and performance?

Analyze

1. How did your assessment of prior student learning and development influence the lesson design?
2. How did the unique characteristics (including exceptional learning needs) of your students impact your planning for the unit?
3. How did you allow students to use different performance modes (writing, speaking, behaving, etc.)?
4. How did you link your students' experiences with the events and experiences of this lesson(s)?
5. How did your plan(s) allow modification for unanticipated sources of input or unanticipated student needs?

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6. How did you evaluate the available resources/materials for inclusion in the lesson(s)?
7. Why did you select the teaching and assessment strategies you incorporated in the lesson?
8. How did you:

- demonstrate a link to students' prior learning?
- show the use of a variety of informal and formal assessment strategies to inform choices and adjust instruction?
- show that you have addressed long and short range planning based on your knowledge of the subject matter, students, community, and curriculum goals?

9. How does the video show your support for learner expression?
10. How have you taken gender and culture into account in your communication with students?

Appraise

1. What new learning resulted from the activity(ies) conducted for you and your students?
2. How did the use of selected multiple teaching strategies increase your students' opportunities to engage in critical thinking and problem-solving activities?
3. How effectively were you able to use the available resources/materials for this lesson?
4. Which media communication tools have been most and least effective in your classroom?
5. How successful was the lesson? What was most effective? Least effective?

Transform

1. What did you learn from planning the lesson?
2. How did you adjust instruction as a result of assessment of student learning?
3. In teaching this unit or a similar unit in the future, how will this experience influence your choice of instructional and assessment techniques?
4. What did you learn from the selection of multiple teaching strategies?

Activity #2

Examining the School-Community Link: Your Role in a Learning Community

Standard to be Addressed: 10

Required Components:

- **Professional Contribution Log**
- **Parent/Guardian Communication Log**
- **Parent Survey(s) Example and Summary**
- **Reflection**

Optional: **Related evidence/artifacts**

In this activity the candidate is expected to demonstrate that s/he:

- participates in collegial activities designed to make the **entire** school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Directions to Candidate:

1. Collect and compile the required evidence as well as any additional evidence you want to use to support the standard addressed.
2. Create a parent survey or use the sample parent survey in the Tool Kit.
3. Summarize the findings of your parent survey. You will need to create a form that details the number of responses to each question as well as provides the anecdotal comments from the parents surveyed. If you create your own survey, include a copy.
4. Use the questions on the following page to guide your reflection.

Writing the Reflection

Below are the guiding questions for the required reflection for Activity 2. In an effort to tailor your product to your style, you may choose to follow the questions as exactly as they are posed; use them strictly as an outline for topics which need to be covered as you reflect, or use the indicators from INTASC Standard 10 addressed in Activity 2 for writing your reflection. Note: The questions come directly from those indicators. Again, choose your evidence/artifacts carefully; they should show your development as professional as well as the impact on your students. Be sure that your reflection references the evidence/artifacts that you have included with Activity 2.

Select

1. How do the evidence/artifacts you have selected address Standard 10?

Describe

1. In what collegial activities did you participate to make the **entire** school a productive learning environment?
2. What partnerships did you establish with the parents/guardians of your students?
3. What interactions did you maintain with counselors, other teachers, community agencies, and others to support students' well-being?

Analyze

1. How and for what reasons did you establish partnerships with parents/guardians? Refer to the evidence presented in your product.
2. How does the evidence presented show your advocacy for students?
3. How did the activities presented allow you to participate in making the **entire** school a productive learning environment?
4. Based on the information from your parent surveys, what are some positive and negative steps that you have taken this year related to parent and student contact?

Appraise

1. What benefits have derived from the partnerships you established with parents/ guardians and others in the school community?

Transform:

1. Based on your experiences, what strategies will you use in the future to establish your role as a learner/advocate in the school community?

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Activity #3

Focusing on the Classroom Climate

Standard to be Addressed: 5

Required Components:

- **Classroom Management Plan**
- **Comparison of Discipline Rates**
- **Video for Activity 3**
- **Video Information Sheet**
- **Reflection**

Optional: **Related evidence/artifacts**

In this activity the candidate is expected to demonstrate that s/he:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space, and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement, and productive work.

Directions to Candidate:

1. Include a copy of your classroom management plan that is clearly labeled.
2. Collect and compile evidence/artifacts you want to use to support the Standard 5.
3. Summarize your student surveys, if you wish.
4. Use the questions on the following page to guide your reflection.

Writing the Reflection

Below are the guiding questions for the required reflection for Activity 3. In an effort to tailor your product to your style, you may choose to follow the questions as exactly as they are posed; use them strictly as an outline for topics which need to be covered as you reflect, or use the indicators from INTASC Standard 5 addressed in Activity 3 for writing your reflection. Note: The questions come directly from those indicators. Again, choose your evidence/artifacts carefully; they should show your development as professional as well as the impact on your students. Be sure that your reflection references the evidence/artifacts that you have included with Activity 3.

Select

1. What evidence/artifacts have you selected to address Standard 5?

Describe

1. Describe your classroom management plan. What guidelines did you use to develop this plan?
2. Describe a student who was a discipline challenge during the year. In reflecting on the situation, what specific actions did you take that were productive? What specific actions did you take that were unproductive?
3. What interactions did you maintain with counselors, other teachers, community agencies, and others to support students' well-being?

Analyze

1. Describe 3 adjustments in your classroom environment that you have made to ensure students are engaged in learning rather than in inappropriate behavior.
2. How do you manage time, space, and activities to ensure students are actively engaged in learning?
3. When did you develop your classroom management plan? What have you done to implement your management plan? Have you modified it? If so, how?
4. How do you provide relevance and choice to engage students in their own learning?

Appraise

1. Explain how the evidence presented (management plan, video, etc.) shows that you have established clear procedures and expectations that students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

Transform

1. What kind of adjustments have you made to your management plan and what was the impact of those changes?
2. Based on your experiences, what changes might you make in your management plan in the future?

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Activity #4

Addressing Students' Unique Learning Needs

Standards to be Addressed: 2,3,8,10

Required Components:

- **2 Case Studies**
- **Related Student Work**
- **Student Test/Assessment Data**
- **Video for Activity 4**
- **Video Information Sheet**
- **Reflection**

Optional: **Related evidence/artifacts**

In this activity the candidate is expected to demonstrate that s/he:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- creates relevance for students by linking with their prior experiences.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes).
- plans lessons and activities to address variations in learning styles and performance modes, multiple developmental levels of diverse learners, and problem solving and exploration.
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.

Directions to Candidate:

1. From the case studies that you have done during the school term (quarter, semester, year—whatever your particular length of student interaction is), choose two students with differing physical, social, emotional, and intellectual characteristics which have impacted their learning. In choosing students, remember that you need to show student growth as facilitated by your actions/interactions.
2. Write case studies of these two students which include, but are not limited to: the particular learning problems the students have; the instructional strategies which you have used and/or modified to improve their learning; the changes you have noted in the students since you began your interactions; other factors which have impacted their learning and the level of success of your interventions, and the types of records you have kept related to these students. Your case studies should be no more than one page each.
3. Provide examples of modified student work related to the coordinated set of lesson plans in Activity 1 for the students in the case studies as well as other students with particular needs.
4. Collect and compile any additional evidence you want to use to support the standards addressed.
5. Realize that some of the questions in the reflection will refer to the lesson plans that you included in Activity 1.
6. Summarize student surveys, if you wish.
7. Use the questions on the following page to guide your reflection.

Writing the Reflection

Below are the guiding questions for the required reflection for Activity 4. In an effort to tailor your product to your style, you may choose to follow the questions as exactly as they are posed; use them strictly as an outline for topics which need to be covered as you reflect, or use the indicators from the INTASC Standards addressed in Activity 4 for writing your reflection. Note: The questions come directly from those indicators. Again, choose your evidence/artifacts carefully; they should show your development as professional as well as the impact on your students. Be sure that your reflection references the evidence/artifacts that you have included with Activity 4.

Select

1. What evidence/artifacts have you selected to address the INTASC Standards?

Describe

1. What are the unique characteristics that distinguish these students from others (learning styles, prior experiences, exceptional needs, background, etc.)?
2. What steps did you take to assess the needs of these students?
3. With whom and in what ways did you communicate the needs and progress of these students?
4. From whom and in what ways did you solicit information about the students' experiences, learning behaviors, needs, and progress?

Analyze

1. How did your assessment of the characteristics and needs of these students impact your planning, instruction, and interactions with them?
2. As you implemented your lesson plans, what adjustments did you make to accommodate the learning differences or needs for these students as well as the variety of students in your whole class? In other words, how did you meet all of your students' needs?
3. What evidence/artifacts have you provided which show you meeting the needs of a variety of students?
4. How did the cultural context of these students influence your planning for them and your interactions with them?
5. How did you incorporate cultural knowledge into your lesson plans?
6. How did you select and incorporate special resources or services for these students?

Appraise

1. What interventions/interactions with these students were productive in improving student learning/behavior?
2. What interventions/interactions with these students were unproductive in improving student learning/behavior?
3. What sources of information and assistance were most helpful to you in meeting the unique needs of these students?
4. Were the students identified in your case studies successful this year? Why or why not?

Transform

1. What did you learn from developing the case studies about the diverse nature and needs of students?
2. What new learning on your part will you incorporate in your future teaching?

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Activity #5

Appraising Yourself as a Professional

Standard to be Addressed: 9

Required Components:

- **Beginning Teacher Individualized Growth Plan**
- **Self Administered Interview (clearly labeled)**
  Year 1
  Year 2
  Year 3 (if applicable)
- **Summative Evaluation**
  Year 1
  Year 2
  Year 3 (if applicable)
- **Reflection (Note: The required reflection from each activity in the product will also be used to assess this activity.)**

Optional: **Related evidence/artifacts**

The candidate is expected to demonstrate that s/he:

- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- uses professional literature, colleagues, and other resources (such as professional organizations) to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

Directions to Candidate:

1. Complete the Beginning Teacher Individualized Growth Plan at the end of year one, year two, and year three if applicable.
2. Collect and compile any additional evidence you want to use to support the Standard 10.
3. Include up to 3 colleagues surveys, if you wish.
4. Use the questions on the following page to structure the required reflection.

BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

School Year: _____ ILP Year: 1 2 3 (Circle)

Name: _____ Position/Subject Area: _____ School: _____

Mentor: _____ Postion/Subject Area: _____ School: _____

INTASC Standards for Beginning Teachers

1. Content Pedagogy
2. Student Development
3. Diverse Learners
4. Multiple Instructional Strategies
5. Motivation and Management
6. Communication and Technology
7. Planning
8. Assessment
9. Reflective Practice: Professional Growth
10. School and Community Involvement

Focus Standards:

Key Indicators	Activities (Strategies)	Resources	Target Date	Completion Date	Evidence of Completion

Beginning Teacher's Summative Assessment

Signature: _____ Date: _____

Mentor's Summative Assessment

Signature: _____ Date: _____

Supervisor's Summative Assessment

Signature: _____ Date: _____

The Pennsylvania Code 2005

ASSESSMENT CONFERENCES

Date	Beginning Teacher's Assessment/Comments	Mentor's/Principal's Assessment/Comments
	Signature: _____	Signature: _____
	Signature: _____	Signature: _____
	Signature: _____	Signature: _____

INTASC STANDARDS ASSESSMENT

1: Content Pedagogy	2: Student Development	3: Diverse Learners	4: Multiple Instructional Strategies	5: Motivation and Management
+	+	+	+	+
▲	▲	▲	▲	▲
6: Communication/Technology	**7: Planning**	**8: Assessment**	**9: Reflective Practice**	**10: School/Community Involvement**
+	+	+	+	+
▲	▲	▲	▲	▲

Writing the Reflection

Please note that these questions differ significantly in structure from those in Activites 1-4. You will need to use the following questions as you write the required reflection for Activity 5. You should approach all the reflection questions with the idea of comparing what you have learned over time as evidenced in your Self-Administered Interviews. Be sure that you reference the evidence/artifacts which you have included to address Standard 9.

Select

1. What evidence/artifacts have you selected to address Standard 9?

Describe

1. Which professional resources do you use most frequently?
2. What type of feedback is most valuable to you?
3. How have you developed and refined your reflection skills?

Analyze

1. How do you decide which professional resources to use again? Not to use again?
2. How do you set goals for your students?
3. How do you set goals for yourself as a professional?
4. Why does the type of feedback you cited in question 2 above work well for you?

Appraise

1. What impact has reflection had on your teaching? How has that impact varied from year to year?
2. How did your goals for yourself as a professional change from the end of one year to another?
3. Ho w has your role in your school changed from year to year?

Transform

1. What have you learned, as demonstrated in your Self-Administered Interviews, that has changed you as a teacher?
2. What are your goals for the coming year and how are they extensions of your previous goals and what you have learned about yourself as an educator?
3. How have these changes in you as a professional impacted your students?

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Self-Administered Interview

Complete this Self-Administered Interview at the end of each year of teaching or prior to submitting your Performance-Based Product (if you are in your third year). Be sure to answer each question thoroughly. These interview questions are based on INTASC Standard 9. Respond to these on attached sheets, taking as much room as you need to answer each question.

Name_____

Check the year that this Interview addresses.
_____First Year _____Second Year _____Third Year, First Semester
_____Third Year, Second Semester

1. What are your goals for student learning? What do you do in your classroom to implement these goals? How have you determined if your goals were met? Did your goals change?
2. Describe your contribution to your school's Improvement Goals and ABC status. What changes, if any, will you make to support the school's goals in coming years?
3. Describe examples in which student outcomes were directly affected as a result of transformation in your teaching practice.
4. Describe examples where your teaching was affected by student outcomes.
5. What literature and other resources (other than colleagues) have you used to support your professional development as a teacher and as a learner?
6. Have you consulted with professional colleagues in your school and other professional arenas? If so, how often? If not, why not? Explain how you have used their feedback for reflection, problem-solving, and new ideas.
7. Describe any feedback you have received which has had a significant impact on your teaching. Be sure to include the source of the feedback.
8. Have you had the opportunity to provide feedback to other professionals? If so, describe the experience. If not, why not?
9. How has reflection on your planning techniques, instructional strategies, and assessment methods influenced your behavior as a teacher?
10. How have you grown as a professional?

Final Checklist

Please complete this checklist to ensure that you have included everything necessary for an assessor to accurately evaluate your Performance-Based Product. **Be sure that all information is contained in your notebook, including your video. REMEMBER: YOUR PRODUCT WITH THE VIDEO SHOULD BE VIEWABLE IN TWO HOURS.**

_____ Biographical Data Sheet
_____ Signature Sheet
_____ Videotape (no longer than 30 minutes total)

Activity One

_____ Unit plans and goals
_____ Five contiguous lesson plans
_____ Related student work and test/assessment data
_____ Student Achievement Log
_____ Evidence/Artifacts
_____ Video
_____ Video Information Sheet
_____ Reflection

Activity Two

_____ Professional Contribution Log
_____ Contact Log
_____ Parent Survey(s) and Summary
_____ Evidence/Artifacts
_____ Reflection

Activity Three

_____ Classroom Management Plan
_____ Comparison of Discipline Rates
_____ Evidence/Artifacts
_____ Video
_____ Video Information Sheet
_____ Reflection

Activity Four

_____ Case Studies
_____ Related student work and test/assessment data
_____ Evidence/Artifacts
_____ Video
_____ Video Information Sheet
_____ Reflection

Activity Five

_____ Beginning Teacher Individual Growth Plan (for all years)
_____ Self-Administered Interview for Year 1
_____ Self-Administered Interview for Year 2
_____ Self-Administered Interview for Year 3 (if applicable)
_____ Summative Evaluation for Year 1
_____ Summative Evaluation for Year 2
_____ Summative Evaluation for Year 3 (if applicable)
_____ Reflection

Toolkit

- Student Release Form
- Video Information Sheet
- Tips for Successful Videotaping
- Professional Contribution Log
- Contact Log
- Parent/Guardian Communication Log
- Comparison of Discipline Rates
- Log of Discipline Incidents
- Parent/Guardian Survey I
- Parent/Guardian Survey II
- Student Survey
- Elementary Student Survey
- Non-reader Elementary Student Survey
- Colleague Survey

STUDENT RELEASE FORM

NORTH CAROLINA PERFORMANCE-BASED LICENSURE ASSESSMENT

Dear Parent/Guardian:

This year I am involved in the process of creating a Performance-Based Product as a part of licensure requirements in North Carolina. This performance product documents and demonstrates my teaching knowledge and skills.

One of the required components of the product is a video of my classroom and my work. I will also be required to submit samples of student work as evidence of my teaching.

My product will be reviewed by two, trained assessors who will handle the material **confidentially**. After the review, the material will be returned to me. **It is not a public document.** Please indicate below if it is permissible to include your child on videotape, his/her work, and his/her **first name only** in my documentation and return this to me by _____.

Thank you for your cooperation and assistance.

Sincerely,

_____Yes, you have my permission.

_____No, you do not have my permission.

Parent/Guardian Signature_____

Video Information Sheet

This is a narrative that explains how this video pertains to Activity _____.

Tips for Successful Videotaping

These tips should help you as you videotape the segments for the product. Since there are a lot of tips, read through them carefully and note the ones that apply to your unique situation. Remember that the purpose of the video is to allow the assessors to see how things are in your classroom. You should exercise patience as you video and make many tapes so that you can choose the best material for your product. This is not a professional production, so do not feel that you need to hire a professional. Ask for a lot of help and advice. Don't forget—best does not mean flawless. Your best work is that which shows you as a continual learner.

1) Be sure to get permission forms filled out by all your students. They not only cover videotaping but also student work.
2) Contact your media specialist. S/he may be able to familiarize you with the equipment available in your school.
3) You may want to get someone to help with your taping. You may have a student with a lot of video expertise or another teacher who can tape while you work with students. This will free you up to teach rather than fret over your video.
4) Be familiar with your camera equipment. Cameras come in different formats which are not always interchangeable with each other. You will need to consider this for playback and editing purposes.
5) Choose blank videocassettes carefully. Never store tapes in extreme heat or cold. Never leave them in direct sunlight (i.e. the backseat of your car). Always buy quality tapes (major brands like Maxell, TDK, Sony, etc.). You may think you're getting a bargain by paying less; read on. Cheap tapes are more likely to have creases in the tape which cause dropouts (horizontal glitches in the picture) during playback. Plus, cheap tapes are more likely to leave tape gunk on video heads; therefore, these "bargains" can damage your camera. Ask a professional for advice if you are uncertain. Avoid 6 ½ hour tapes. The trade off for extra time is a tape which is stretched and thin.
6) This may seem obvious, but refer to the camera manual when it is available. If you are nervous about using a camera, you will usually find a lot of user-friendly information about the features of your camera plus some helpful hints about recording.
7) A battery is handy and convenient to use for power. But what if it runs out? Try to have an extra, fully charged battery on hand. You may want to use AC power instead. Cameras come with an AC adapter which plugs into the wall outlet.
8) Run your camera on AC power when you are taping inside and it's convenient. If using batteries, make sure you charge your battery or batteries ahead of time.
9) Use a tripod for most camera work to achieve smooth, steady images. Otherwise, the finished product will probably be too shaky or haphazard.
10) Most cameras have an automatic and manual setting for focus and white balance. Use automatic most of the time; you can try manual settings after you have had more experience. By the way, white balancing your camera allows for correct color under different lighting (basically inside and outside).
11) Always place a lens cap on your camera when you are not using it. Even though most camcorders use chips rather than the older pickup tubes, you do not want light entering the lens for a long period of time.
12) Never touch the lens with your finger. Always check the lens and make sure it is clean before taping. Use lens tissues and cleaner (from camera store) if you need to clean it.
13) Keep cameras and tapes away from magnetic fields (e.g. book security system in media center).
14) Do not use your camera in extreme heat (above 104 degrees F) or in extreme cold (below 32 degrees F). This puts extra strain on the video hands.
15) Do not plan on using your camera inside right away if you leave it in your car on a cold night. When you bring the camera inside, where it is warmer, condensation builds up in the camera, automatically shutting it down. Let your camera warm up to room temperature for about thirty minutes.

16) Composition counts. Watch for clutter or mess in your shots. This can be a real difficulty in the classroom. Remove anything which might distract or interfere with the message you wish to convey.
17) Film looks more realistic than video; that is why feature presentations and many commercials are shot on film. Video has a flat look. For this reason, you may want to include foreground objects in some of your shots to give your video a greater sense of depth.
18) Avoid taping scenes with high contrast such a person standing in front of window. Try to match a person's skin tone with a background that reflects a similar amount of light to the camera.
19) Observe the "Rule of Thirds." Imagine that your frame (what you see through the viewfinder) is divided into thirds (like a tic-tac-toe board). Where imaginary lines intersect, place your subject and other points of interest. The grouping of objects at these points is pleasing to the eye. In other words, it is too boring to stick everything in the middle of the frame.
20) An accepted practice for good composition is to lower the tripod to the eye level of the subject being taped. If taping small children, for example, you may need to place the camera on a low table or even the floor. Pay attention to the details of the frame through the viewfinder. What you see is pretty much what you'll get. Make certain that the center of interest is the subject and not the ceiling tiles or light fixtures.
21) Indoor lighting: It is best not to aim the camera towards window light. Subjects will either be in silhouette or impossible to see. A better idea is to position the camera at the window facing the interior of the room. Fluorescent lights in a room cause a dilemma. It may work to your advantage to turn these off and use the natural light. Open the blinds!
22) Outdoor lighting: If taping outdoors in sunlight, be alert to glare and shadows. Actually, a cloudy day is preferable to a bright, sunny day.
23) Additional lighting: If you want to use additional lighting (other than room lights) try to bounce it off a wall, ceiling, or reflector card (a piece of white poster board works fine) back onto your subject. Bouncing the light will diffuse or soften the light making it look more natural, especially in you are taping indoors.
24) Focus and compose your shots before pressing the record button. When you are ready to begin recording, press the record button and allow at least five seconds prior to a significant activity or narration. If you fail to do this, a critical part of your video may be cut off. A few seconds of time are needed for the cassette to engage in the camera. A similar time count is helpful at the end of a shot for editing purposes.
25) To make your video appealing, vary your shots. A wide shot initially establishes the scene for the viewer. A medium shot of the subject (waist height) is a good, basic shot. A close-up (head and shoulders) gives a clearer idea of a person's reaction to events. Taping individuals on the diagonal is more desirable than straight on. Asymmetry captures the interest to a greater degree.
26) Avoid unnecessary panning (moving your camera from side to side) and zooming. As an alternate to zooming in, compose and shoot a wide shot, press the record button again (placing the camera in pause) zoom in and compose a tighter shot, and hit the record button. Fading in and out can serve as a neat transition between activities.
27) Do not neglect the sound. Most camera microphones produce passable, but not great, audio. If sound is critical to your video, check on the possibility of a good external microphone (PZM) which can be patched into the jack on the camera. Of you can have someone stand beside the camera microphone to describe or narrate the activities being taped. The sound will pick this up nicely.
28) If you are the camera operator, you voice will be heard distinctly if you speak as you are recording.

SAMPLE

Professional Contribution Log

Suggestions for Use: This log can be used to document what you are giving back to your school environment. It is intended to help you record your participation in professional activities in the educational community (primarily your school). This log may be used with Activity Two.

Date	Event	Results

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SAMPLE

Contact Log

Suggestions for Use: You may want to use this log to record various types of contact: parents, school personnel (counselor, social worker, psychologist, etc.), community professionals (case workers, doctors, lawyers, etc.), and/or volunteers who contribute in some way to your classroom or school. This log would be useful with Activities 2, 4 or 5.

Date/ Type of Contact (i.e. person, phone, letter, E-Mail, Fax)	Name of Contact	Purpose/Student Related To	Results

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Parent/Guardian Communication Log

(Teacher's Name)

(Student's Name)

(Parent/Guardian) (Home Phone)

(Home Address) (Business Phone)

Date	Type of Communication	Reflections/Action Taken
3/20/97	*Telephone Call*	*Reported "A" on project - parent pleased* *Asked parent to have student read to her each night. She and Johnny will keep a log.*
4/16/97	*Letter*	*Invited Mrs. Smith to class projects party. She's not able to come. I'll send a picture of Johnny's project to her.*

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Comparison of Discipline Rates

SAFE AND ORDERLY ENVIRONMENT	YEAR 1		YEAR 2		YEAR 3 [if applicable]	
	School	Classroom	School	Classroom	School	Classroom
Percentage of student referrals for disciplinary reasons						
Difference in percentage of student referrals for disciplinary reasons	[redacted]		Difference between Year 1 & Year 2		Difference between Year 2 & Year 3	

SAMPLE

Log of Discipline Incidents

Suggestions for Use: You may want to use this form with Activity 3.

Date	Student Involved	Description of Incident	Action Taken	Results

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SAMPLE

Parent/Guardian Survey

NAME: _____
RELATIONSHIP TO CHILD:_____

NOTE TO PARENT: Please complete and place this survey in the envelope provided.

	strongly disagree				strongly agree
1. My child is treated fairly by this teacher.	*1*	*2*	*3*	*4*	*5*
Comments:					
2. I know the expectations this teacher has for my child.	*1*	*2*	*3*	*4*	*5*
Comments:					
3. My child likes to attend this teacher's class.	*1*	*2*	*3*	*4*	*5*
Comments:					
4. My child's teacher has kept me informed about my child's progress.	*1*	*2*	*3*	*4*	*5*
Comments:					

5. My child's teacher keeps me informed through:
Please check all that apply:
_____phone calls _____progress reports _____home visits
_____letter or memo _____school conferences _____other [please specify]

6. My child's teacher contacts me:
Please check only one:
_____daily _____once a week _____ once a month _____never
_____several times each week _____several times a month
_____as often as needed

7. Describe any changes in your child's attitude toward learning or toward school that you can credit to this teacher.

8. Do you feel that your child is learning in this teacher's classroom? Why or why not?

Please add any additional comments on the back of this form.

SAMPLE

Parent/Guardian Survey

Teacher's Name: _____

Thank you for your help. The information from this survey will be invaluable to your child's teacher. Please check the following items that describe your experience with the teacher. No individual parents will be identified with these survey forms.

Have you asked for:

	Yes	No
1. An overview of class content and goals?	____	____
2. A description of your child's progress?	____	____
3. Ideas for home support of learning?	____	____

Has the teacher provided you with:

4. An overview of class content and goals?	____	____
5. A description of your child's progress?	____	____
6. Ideas for home support of learning?	____	____

Circle the number that best describes your opinion.

	Yes				No	Don't Know
7. Did your child seem to know what was expected of him or her in this class?	5	4	3	2	1	0
8. Did the classroom work seem to be the right challenge, not too hard or too easy?	5	4	3	2	1	0
9. Were you satisfied with your child's overall classroom experience as provided by this teacher?	5	4	3	2	1	0

Additional comments:

_____

_____

_____

_____

Please add any additional comments on the back of this form.

SAMPLE

Student Survey

1. *What three things have you learned from your teacher?*

   -
   -
   -

	never	sometimes	usually	always
2. *I know what is expected of me in this classroom.*	1	2	3	4
3. *I feel the activities that this teacher asks me to do are important in helping me learn.*	1	2	3	4

4. *I feel the learning activities in this class are:*
   _____*too easy*
   _____*too hard*
   _____*just right so that I can learn*

5. *Most days I get to do the following in this class: [check all that apply]*
   _____*work in groups with other students*
   _____*work by myself at my desk*
   _____*work in learning stations (centers)*
   _____*other: Explain*
   _____*work on computers*
   _____*work on a contract*

6. *Do you feel this teacher treats you fairly? Why or why not?*

7. *What do you do during the first 10 minutes of class with this teacher?*

8. What do you do during the last 10 minutes of class with this teacher?

9. When students don't follow the rules, this teacher:

10. When I don't understand something, this teacher:

11. How does this teacher check to make sure you are learning?

12. How do you receive feedback about your progress?

___report card
___notes on work
___conferences with the teacher
___other: Explain

Other comments:

SAMPLE

Elementary Student Survey

Teacher's Name: _____

Directions: Please circle the answer that you feel is correct.

	Agree	*Not Sure*	*Disagree*
1. I know what I'm supposed to do in class.	3	2	1
2. My teacher shows us how to do new things.	3	2	1
3. There is enough time to finish class work.	3	2	1
4. This class is too noisy or loud for learning	3	2	1
5. I learn new things I can tell you about.	3	2	1
6. I know how well I'm doing in class.	3	2	1
7. The rules in this class help us learn.	3	2	1
8. This class is too slow or fast to learn well.	3	2	1

List three things you have learned from this teacher:

1.

2.

3.

SAMPLE

Student Survey

Teacher's Name: _____

Note to Person Reading this Survey to Students: *This survey is designed for elementary and/or non-reading students. It should not be administered by the teacher or his or her aide, but rather by a colleague at the building level with whom the students are familiar. Have the student color the smiley face to answer the statement [only one per statement]. Then, have the student turn to the back of this form and draw a picture of something he or she learned this year.*

	YES	SOMETIMES	NO
1. I am able to do the work in class.			
2. I know what I am supposed to do in class.			
3. I learn new things in this class.			
4. The teacher shows us how to do new things.			
5. The rules in class help us learn.			

SAMPLE

Colleague Survey

NOTE TO COLLEAGUE: Please complete the following and return it to _____.

1. *This teacher:*
   a) teaches the same subject / grade
   b) does not teach the same subject/ grade, but is located near me [same hall]
   c) does not teach the same subject / grade and is not located near me [on another hall or in another building]

2. *I have had the following amount of contact with this teacher:* [Please circle one.]

   a) daily *b) weekly* *c) bi-weekly* *d) monthly*

3. *Has this teacher consulted with you or others about curriculum or instruction issues?*
   ___ *Y* ___ *N* *If so, please describe that contact.*

4. *In what ways does this teacher accommodate for students' learning differences?*

5. *Describe this teacher's classroom management skill? What does he or she do to manage and motivate students?*

6. *Elaborate on ways this teacher has helped to create a professional learning atmosphere within your school.*

7. *Identify school, parent, and community resources this teacher has used to support students' learning and well-being.*

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